

## DOCUMENT RESUME

ED 472 974

SO 034 485

TITLE Walk around the Block Curriculum.

INSTITUTION Center for Understanding the Built Environment, Prairie Village, KS.

PUB DATE 2002-00-00

NOTE 20p.

AVAILABLE FROM Center for Understanding the Built Environment, 5328 W. 67th Street, Prairie Village, KS 66208. Tel: 913-262-8222; Fax: 913-262-8546. For full text: <http://www.cubekc.org/lessons.html>.

PUB TYPE Collected Works - General (020) -- Guides - Classroom - Teacher (052)

EDRS PRICE EDRS Price MF01/PC01 Plus Postage.

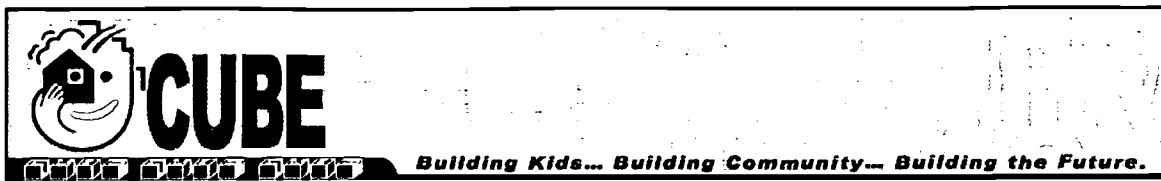
DESCRIPTORS Academic Standards; \*Built Environment; \*Community Characteristics; \*Experiential Learning; Field Trips; Heritage Education; Intermediate Grades; Local History; Primary Sources; \*Social Studies; Student Projects; Teacher Developed Materials; Thematic Approach

IDENTIFIERS \*Walking Tours

## ABSTRACT

This curriculum packet contains two teacher-developed lesson plans for upper elementary students focusing on the built environment. The first lesson plan, "The Built Environment--An Integrating Theme" (Liesa Schroeder), offers suggestions for developing a walking tour around the school neighborhood, a historic area, or a city square. It finds that personalizing the curriculum can provide opportunities for students to become actively engaged in their own learning as they investigate, explore, and research aspects of their community. The lesson plan suggests a time allotment; provides an overview; indicates cross-curricular subjects; cites learning objectives; addresses standards and Center for Understanding the Built Environment (CUBE) components; notes materials needed; describes preparation time for teachers; provides an introductory activity, a learning activity, and a culminating activity; suggests cross-curricular extensions and community connections, and contains a sheet for planning a field trip. The second lesson plan, "Creating a Landmark Calendar--An Enterprise for Your School" (Liesa Schroeder), teams students with graphic design specialists to structure a school-based enterprise to publish a student-generated 12-month calendar featuring local architectural sites and landmarks. The second lesson plan offers the same type of detailed procedures for classroom implementation as the first lesson plan, with the addition of an evaluation/teacher reflection activity. Contains eight images. (BT)

Reproductions supplied by EDRS are the best that can be made  
from the original document.



# Walk Around the Block Curriculum

**CUBE - Center for Understanding the Built Environment**  
**5328 W. 67th Street**  
**Prairie Village, KS 66208**  
**Phone: (913) 262-8222**  
**Fax: (913) 262-8546**  
**E-mail: CUBE**

SO 034 485

<http://www.cubekc.org/lessons.html>

2002

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY

G. Graves

BEST COPY AVAILABLE

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

1

2

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it.

Minor changes have been made to  
improve reproduction quality.

Points of view or opinions stated in this  
document do not necessarily represent  
official OERI position or policy.

	<b>The Built Environment—An Integrating Theme</b>
	As featured in the January 2002 issue of <i>School Arts Magazine</i> . Pages 60-61. <a href="http://www.davis~art.com">http://www.davis~art.com</a>
<b>Author:</b> <b>Organization:</b> <b>Location:</b>	Liesa Schroeder Santa Fe Trail Elementary School Independence School District Independence, Missouri
<b>Grade Level:</b>	Middle to Upper Middle Elementary 3-6 grades
<b>Time Allotment:</b>	12-16 hours
<b>Overview:</b>	<p>The local built environment can serve as a visual textbook and a resource to all areas of instruction. Personalizing the curriculum can provide opportunities for students to become actively engaged in their own learning as they investigate, explore, and research different aspects of their community.</p> <p>Students also participate in a variety of learning styles as they work as mathematicians, scientists, historians, photographers, detectives, reporters, and artists. Therefore developing skills needed in the future workplace and developing a broader sense of the world beyond the confines of the classroom.</p>
	<p><b>Suggestions for Developing a Walking Tour</b></p> <p>Integrating the built environment into curriculum can involve designing a site-based walking tour of the school neighborhood, a historic area, or a city square. The area should be selected based on the objectives, skills, and outcomes students need to know and perform.</p> <p>Walking tours can include sites such as buildings, landmarks, monuments, art, statuary, fountains, street furniture, geographic formations, and much more. Allow 5-10 minutes, per site, for students to be actively engaged in observing and collecting information.</p> <p>Map out and walk the tour prior to taking students. Consider safety, sidewalks, directional signs, and signals in reaching destinations.</p>

**WEB CURRICULUM:**

**Center for Understanding the Built Environment (CUBE)**  
**5328 W. 67th Street, Prairie Village, KS 66208**  
**Phone: 913-262-8222 Fax: 913-262-8546**

	<p>Plan ahead for transportation of students as well as conveniences during the walking tour, such as restrooms, drinking fountains and so forth. Also plan ahead to provide any special accommodations for physically disabled students. Routes for walking tours may be available from your local historical society, chamber of commerce or architectural foundation.</p> <p>Provide enough staff to adequately supervise small groups of students during the tour.</p>
<b>Subject Matter:</b>	Cross Curricular; Language Arts, Mathematics, Science, Social Studies, Fine Arts
<b>Learning Objectives:</b>	<p>Students will develop a knowledge base of the local built environment.</p> <p>Students will practice and apply skills across the core curriculum as they work to document, record, and present their discoveries and findings.</p> <p>Students will apply this community-based information to various classroom activities to include:</p> <ul style="list-style-type: none"> <li>• Photo journals and written reports</li> <li>• Drawings and scaled models</li> <li>• Time lines, graphs, charts, maps</li> <li>• Formal and informal discussions</li> <li>• Multimedia presentations.</li> </ul>
<b>Standards:</b>	<p><b>Missouri Show-Me-Standards</b>  <a href="http://www.dese.state.mo.us/state.mo.us/standards">www.dese.state.mo.us/state.mo.us/standards</a></p> <p><b>Performance Standards</b></p> <p>Students will acquire the knowledge and skills to gather, analyze and apply information and ideas. (Goal 1)</p> <p>Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom. (Goal 2)</p> <p>Students will acquire the knowledge and skills to recognize and solve problems. (Goal 3)</p> <p>Students will acquire the knowledge and skills to make</p>

**WEB CURRICULUM:**  
**Center for Understanding the Built Environment (CUBE)**  
**5328 W. 67th Street, Prairie Village, KS 66208**  
**Phone: 913-262-8222 Fax: 913-262-8546**

	<p>decisions and act as responsible members of society. (Goal 4)</p> <p><b>Knowledge Standards</b></p> <p>Participating in formal and informal presentations of writings, discussions, and ideas. (Communication Arts)</p> <p>Applying math concepts, geometry, and spatial sense involving measurement, estimation, and shapes. (Mathematics)</p> <p>Understanding the impact of science and human activity on resources and the environment. (Science)</p> <p>Applying skills and understanding in the use of tools of social science inquiry (surveys, maps, navigation). (Social Studies)</p> <p>Understanding the interrelationships of the arts to other disciplines. (Fine Arts)</p>
<b>CUBE components:</b>	<p><b>Walk Around the Block Curriculum</b></p> <ul style="list-style-type: none"> <li>• Defining the Block. p. 6</li> <li>• Identifying Landmarks. p. 8</li> <li>• Map Legends. p. 12-13</li> <li>• Mapping your Mind. p. 14</li> <li>• Time Line. p. 74-75</li> <li>• Bar Graph. p. 70-71</li> <li>• Photo Record. p. 68-69</li> <li>• Reading the Streets. p. 54-58</li> </ul> <p><b>Visual Imaging in the Classroom</b>            Polaroid Education Program            400 Boston Post Road            Wayland, MA 01778  <a href="http://www.polaroideducationprogram.com">www.polaroideducationprogram.com</a></p> <p><b>Box City Curriculum</b>            Base Model Plan. p. 43            Selecting the Materials. p. 118            The Scale of Buildings. p. 119            Evaluating Box City. p. 143</p>
<b>Materials:</b>	Student clipboards Notebook paper/drawing paper/graph paper Pencil, eraser, drawing materials

**WEB CURRICULUM:**  
**Center for Understanding the Built Environment (CUBE)**  
 5328 W. 67th Street, Prairie Village, KS 66208  
 Phone: 913-262-8222 Fax: 913-262-8546

	<p>Disposable and digital cameras          Tape measures and rulers          Navigational compass          Magnets</p>
<b>Prep for Teachers:</b>	<p>6-12 hours</p> <ul style="list-style-type: none"> <li>• Collaboration with additional educators (if needed)</li> <li>• Researching and planning walking tour</li> <li>• Organizing materials (illustration materials, cameras...)</li> <li>• Organizing student groups.</li> <li>• Arranging transportation (if needed)</li> </ul>
<b>Introductory Activity:</b>	<p>Students are divided into learning groups or teams based on core curriculum areas. No more than 10 students per team is recommended. Suggested topic areas are:</p> <ul style="list-style-type: none"> <li>• Historical Team</li> <li>• Journal Team</li> <li>• Photo Team</li> <li>• Art Team</li> <li>• Math &amp; Measurement Team</li> <li>• Navigation Team</li> </ul> <p>Other topic areas can certainly be added to best align to curriculum objectives</p> <p>Students are given appropriate tools to best coordinate with their learning area. For example, the <b>Math and Measurement Team</b> are given tape measures and rulers; the <b>Navigational Team</b> are given compasses and so forth.</p> <p>All student assignments are pre-determined prior to the walking tour. Students are instructed on their "job assignments" and duties during the walking tour. All information collected will be later used in follow-up activities. Additional culminating activities may be obtained from the <b>Walk Around the Block Curriculum</b> and the <b>Polaroid Education Program</b>.</p>
<b>Learning Activity:</b>	<p>Some suggested student activities during the walking tour are as follows.</p> <p><b>The Math and Measurement Team</b> will apply skills in measurement and estimation in determining the height and width of all sites. Upon returning to school they will then determine the mass, volume, depth of each site. This</p>

**WEB CURRICULUM:**

**Center for Understanding the Built Environment (CUBE)**

**5328 W. 67th Street, Prairie Village, KS 66208**

**Phone: 913-262-8222 Fax: 913-262-8546**

	<p>information may be applied to charts and graphs. Magnets may also be used to determine the magnetic property of some built environment materials.</p> <p><b>The Navigation Team</b> will apply methods and skills in social science inquiry. These skills and tools may be used to outline and navigate the walking tour, map the coordinates, plot directions, and locating significant landmarks. Upon returning to school they will apply this information to creating maps of sites as well as working with the <b>Photography Team</b> to create a, photo record.</p> <p><b>The Journal Team</b> will apply skills in recording descriptions of sites and details as well as conducting historical interviews with local merchants and patrons. This information can then be used in written and oral reports as well as compiled with historical information, photos, and artwork to create formal and informal presentations and discussions.</p> <p><b>The Historical Team</b> will apply skills in gathering facts and information in regard to each site. Upon returning to school, students will research the sites by use of library and electronic resources. Students may then compile this information in creating timelines and written journals.</p> <p><b>The Art Team</b> will apply skills and talents in creating illustrations, sketches, and contour line drawings. Students may also create texture rubbings of the building materials. This will provide students with souvenirs of their tour as well as a record of the various sites. The artwork and illustrations may then be used in creating scaled models, posters, brochures, postcards, as well as a landmark calendar.</p> <p><b>The Photography Team</b> will apply skills to recording architectural sites and details, structural principles, angles, points of view, change and deterioration, light and shade... This information may be compiled with illustrations and written information to create photo records, brochures, or be used in various multimedia presentations.</p>
<b>Culminating Activity:</b>	<b>Box City</b>  Upon completion of the walking tour students can apply their knowledge and skills to constructing a scaled map and 3-D model of buildings, sites, and landmarks visited on their walking

**WEB CURRICULUM:**

**Center for Understanding the Built Environment (CUBE)**

5328 W. 67th Street, Prairie Village, KS 66208

Phone: 913-262-8222 Fax: 913-262-8546

	<p>tour. For more information on Box City, visit the Box City Tour at <a href="http://www.cubekc.org/box1.htm">http://www.cubekc.org/box1.htm</a>.</p>
<b>Cross Curricular Extensions:</b>	<p>Students will apply skills across all academic areas to include the core curriculum areas of:</p> <ul style="list-style-type: none"> <li>• Communication Arts</li> <li>• Mathematics</li> <li>• Social Studies</li> <li>• Science and technology</li> <li>• Fine Arts</li> </ul>
<b>Community Connections:</b>	<p>Opportunities may also be provided for students to visit with local design professionals such as architects, engineers, city planners, and preservationists.</p> <p>Students may present the final product at a back-to-school night, an assembly or in written form distributed to each member of the class.</p>

**WEB CURRICULUM:**  
**Center for Understanding the Built Environment (CUBE)**  
**5328 W. 67th Street, Prairie Village, KS 66208**  
**Phone: 913-262-8222 Fax: 913-262-8546**

# FIELD TRIP PLANNING SHEET

Place/Destination....Liberty Memorial.....Teacher's Name.....

Address.....100 West 26th Street.....

Phone.....816-221-1918.....Contact person.....

Hours Open.....Days Open.....Charges.....

Transportation: Bus.....Car.....Car Insurance Form.....

On-Site Guide.....Length of tour.....Self guided.....

Time of departure from school.....Expected return time to school.....

**Preparation Guide:**

- principal/office notified
- number going
- school district field trip form
- cafeteria notified
- special teachers notified  
music, art, physical education, library
- driving route devised with routing past  
major landmarks

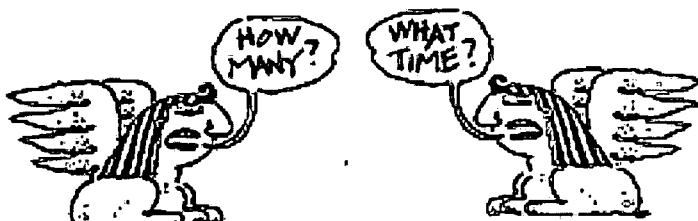
- rules reviewed with  
pupils/parents
- nametags
- microphone ordered
- rain plan
- appropriate clothing  
for windy site

**On-Site Check List:**

- Lunches
- Drinking Fountain
- Restrooms
- Snack Bar
- Spending money
- Permission Slips
- Art Supplies
- Cameras
- Clip Boards and pencils
- Liberty Memorial Script
- Cameras

**Possible Data Retrieval Sheets**

- Scavenger Hunt
- Museum Plan
- Skyline
- Landmark Map
- Liberty Quiz
- Parents Accompanying



# **Walk Around the Block**

## **Table of Contents**

### **The Built Environment - An Integrating Theme ..... 1**

The local built environment can serve as a visual textbook and a resource to all areas of instruction. Personalizing the curriculum can provide opportunities for students to become actively engaged in their own learning as they investigate, explore, and research different aspects of their community.

Students also participate in a variety of learning styles as they work as mathematicians, scientists, historians, photographers, detectives, reporters, and artists. Therefore developing skills needed in the future workplace and developing a broader sense of the world beyond the confines of the classroom.

### **Creating a Landmark Calendar ..... 8**

Students will team up with graphic design specialists in order to structure a school-based enterprise with the goal of publishing a student-generated 12-month calendar featuring local architectural sites and landmarks.

This project was recently recognized by the Curriculum Associates Inc, a national curriculum development and sales organization, to be showcased for their 2002-03 Excellence in Teaching Cabinet Program.

<b>Title:</b>	<b>Creating a Landmark Calendar—An Enterprise for Your School</b>
<b>Author:</b>	Liesa Schroeder
<b>Organization:</b>	Santa Fe Trail Elementary School
<b>Location:</b>	Independence School District Independence, Missouri
<b>Grade Level:</b>	Middle Elementary. 5-8 grades
<b>Time Allotment:</b>	12-16 hours
<b>Overview:</b>	Students will team up with graphic design specialists in order to structure a school-based enterprise with the goal of publishing a student-generated 12-month calendar featuring local architectural sites and landmarks.
<b>Subject Matter:</b>	Fine Arts Communication Arts Photography Technology
<b>Learning Objectives:</b>	<p>With this project, students will increase their knowledge of art, job-related skills, and career opportunities. Students will practice and apply skills in:</p> <ul style="list-style-type: none"> <li>• The elements and principles of art and design</li> <li>• Drawing and Illustration</li> <li>• Photography and Digital Imaging</li> </ul> <p>Students will also increase their knowledge in the area of communication arts by creating a published finished work. Students will practice and apply skills in:</p> <ul style="list-style-type: none"> <li>• Research techniques</li> <li>• Writing and organizing narratives</li> <li>• Proofing and editing drafts</li> </ul> <p>Staff and students will team up with graphic design specialists in order to increase their knowledge of the business concept, <b>"All Aspects Framework."</b> This framework is identified through federal legislation as being an outline of critical components inherent to any successful business or industry. This concept</p>

**WEB CURRICULUM:**  
**Center for Understanding the Built Environment (CUBE)**  
 5328 W. 67th Street, Prairie Village, KS 66208  
 Phone: 913-262-8222 Fax: 913-262-8546

	<p>will serve to connect student learning to the workplace and enable students to apply skills in:</p> <p><b>"All Aspects Framework" for Business &amp; Industry</b></p> <p>Organization (The Management Component)      Design and composition (The Planning Component)      Selection and layout (The Technical Component)      Draft revision and print process (The Production Component)      Managing the cost (The Finance Component)      Advertising &amp; distribution (The Community Component)</p> <p>Information in regard to the School-to-Career Partnership may be obtained by contacting:      The Learning Exchange      3132 Pennsylvania      Kansas City, MO. 64111-2776  <a href="http://www.LX.org">http://www.LX.org</a></p>
<b>Standards:</b>	<p><b>The National Fine Arts Standards</b></p> <p>The National Art Education Association local and state standards may be located at: <a href="http://www.naea-reston.org">http://www.naea-reston.org</a>.</p> <p>Identify organizational principles and structures in a variety of artwork. (Standard #2)</p> <p>Identify themes, symbols, and ideas as content in artwork. (Standard #3)</p> <p>Identify artwork as belonging to particular cultures, times and places. (Standard #4)</p> <p>Identify connections between the visual arts and other disciplines. (Standard #6)</p>
<b>CUBE components:</b>	<b>Walk Around the Block and Community Connections</b>
<b>Materials:</b>	<p>Student clipboards      Notebook paper/drawing paper      Pencil, eraser, drawing materials      Disposable cameras      Digital cameras</p>

**WEB CURRICULUM:**  
**Center for Understanding the Built Environment (CUBE)**  
 5328 W. 67th Street, Prairie Village, KS 66208  
 Phone: 913-262-8222 Fax: 913-262-8546

<b>Prep for Teachers:</b>	<p><b>6-12 hours</b></p> <ul style="list-style-type: none"> <li>• Collaboration with additional educators (if needed)</li> <li>• Researching and planning walking tour of selected area</li> <li>• Organizing materials (illustration materials, cameras...)</li> <li>• Arranging transportation (if needed)</li> <li>• Establishing necessary business partnerships. These may include professional researchers, artists, photographers, employees from advertising agencies, architects, your local copy center, etc.</li> </ul> <p>Students are introduced to the basic architectural elements and principles of construction. The following resources may be used to design a site specific list of elements and principles:</p> <p><i>Walk Around the Block</i> Resources from the CUBE curriculum:</p> <ul style="list-style-type: none"> <li>• Understanding Structural Systems. p. 22</li> <li>• The Post and Lintel Principle. p. 23</li> <li>• Architectural Key Words. p. 50</li> </ul> <p><b>Additional Resources:</b></p> <p><b>Fleming, John, Dictionary of Architecture</b> Penguin Books, London, England, 1991.</p> <p><b>Ching, Francis D.K, A Visual Dictionary of Architecture.</b> Van Nostrand Reinhold Publishing, New York, 1995.</p> <p><b>Taylor, Anne, Architecture and Children.</b> School Zone Institute, Seattle, Washington, 1991.</p> <p>Students are introduced to a selected historic area of the community or a variety of local landmarks. This area should directly correlate with curriculum objectives and be suitable for use in a 12-month calendar.</p>
<b>Introductory Activity:</b>	<p>Instructor will cue visuals from <b>Intro Lesson Images</b> link and read the following script:</p> <p><b><i>Cue up Image 1. Architectural calendars can be produced by students of all ages in a variety of media and techniques. Click through Images 1, 2, and 3.</i></b></p> <p><b><i>Click to Image 4. The pre-activity Field Study is an opportunity to see more. By getting off the bus and close to the buildings, you can notice color and texture and</i></b></p>

**WEB CURRICULUM:**  
**Center for Understanding the Built Environment (CUBE)**  
 5328 W. 67th Street, Prairie Village, KS 66208  
 Phone: 913-262-8222 Fax: 913-262-8546

	<p>other details that go unidentified from afar.</p> <p><b>Click to Image 5.</b> In this shopping center, students discovered that the architect of the center, Edward Delk, had "signed" his work. A tile bearing his name is in a quiet spot.</p> <p><b>Click to Image 6.</b> Viewing the city from above offers an opportunity for new discoveries. The Architectural Calendar presents the potential for many related activities similar to the Skyline Identification Chart shown here.</p> <p><b>Click to Image 7.</b> ...or the creation of models of landmark buildings. <b>Click to Image 8.</b></p>
<b>Learning Activity:</b>	<p>All students participate in a walking tour of the area. During the walking tour students will apply skills and talents in drawing, illustration, and photography as students work to record and document images that will be used in the 12-month calendar format.</p> <p>Students then apply research techniques (library and electronic) in order to gather historical and factual information regarding each selected site.</p> <p>Graphic design specialists can visit the school site in order to work with students in critiquing photos as well as in the design, composition, and layout of the calendar. (Most local printing businesses will provide a consultant for a project such as this.) Students can divide into groups and work to apply skills in the planning, layout, design, finances, advertising, and distribution of the published calendars. Students can also apply skills in economics in determining the necessary cost charged for each calendar in order to make a profit.</p> <p>The calendars may be produced on the school site for a nominal cost. For a fee the calendars may be printed in color, collated and spiral bound at a local printing business.</p>
<b>Culminating Activity:</b>	<p>Students may travel to the print site and "job-shadow" graphic design specialists. This will provide students with the opportunity to develop learning beyond the classroom "basics" and develop a "real" knowledge of job skills and career opportunities in the workplace.</p>

**WEB CURRICULUM:**

Center for Understanding the Built Environment (CUBE)  
 5328 W. 67th Street, Prairie Village, KS 66208  
 Phone: 913-262-8222 Fax: 913-262-8546

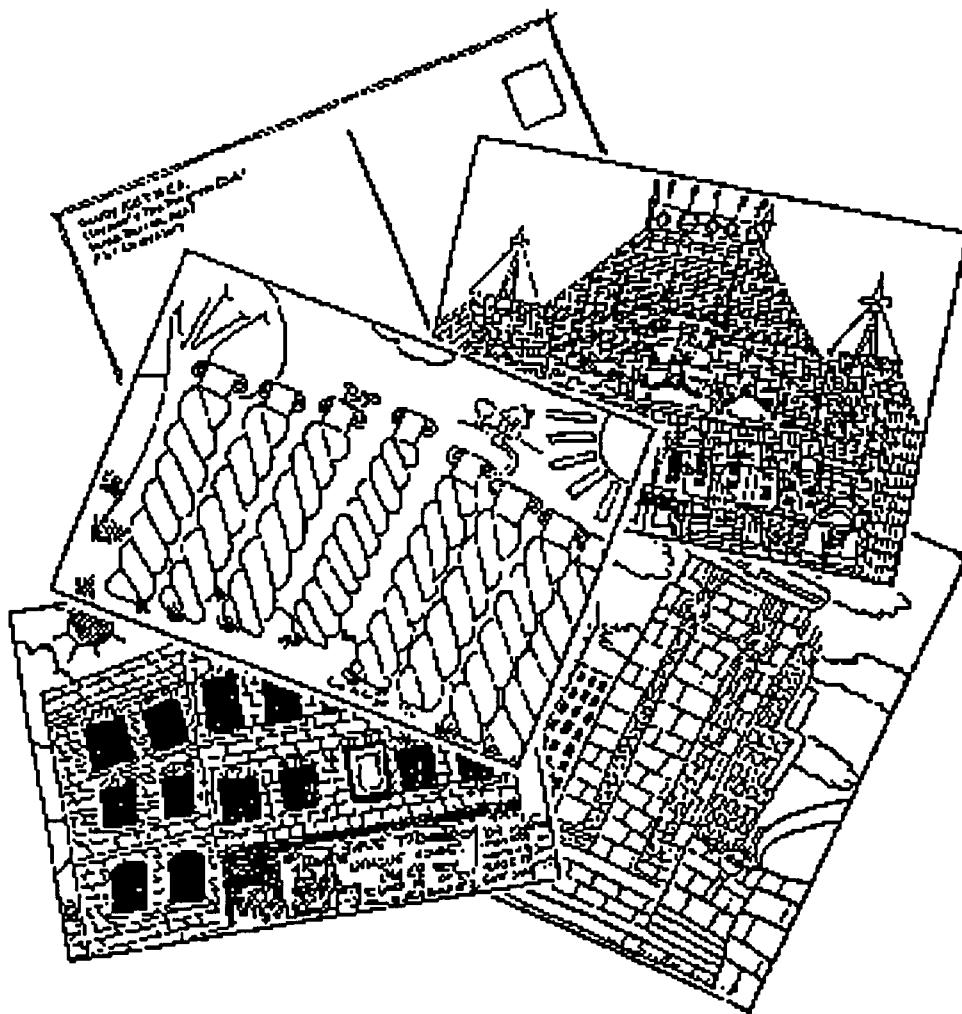
<b>Evaluation/ Teacher Reflection:</b>	Individual student evaluation may take place using the rubric sample found at the end of this pdf or a scoring guide designed to fit specific curricular objectives.
<b>Cross Curricular Extensions:</b>	Students will apply skills across all academic areas to include the core curriculum areas of: <ul style="list-style-type: none"> <li>• Fine Arts</li> <li>• Communication and Language Arts</li> <li>• Mathematics and Economics</li> <li>• Social Studies</li> <li>• Technology</li> </ul>
<b>Community Connections:</b>	As a result of this activity students will be able to actively participate in learning and view themselves as consumers, workers, and citizens, therefore linking themselves to their community and the future workplace. This school-based enterprise may be used as a fund raising activity as well as public relations for: <ul style="list-style-type: none"> <li>• School board officials</li> <li>• Local and district news media</li> <li>• Members in the community</li> </ul>

**WEB CURRICULUM:**  
**Center for Understanding the Built Environment (CUBE)**  
**5328 W. 67th Street, Prairie Village, KS 66208**  
**Phone: 913-262-8222 Fax: 913-262-8546**

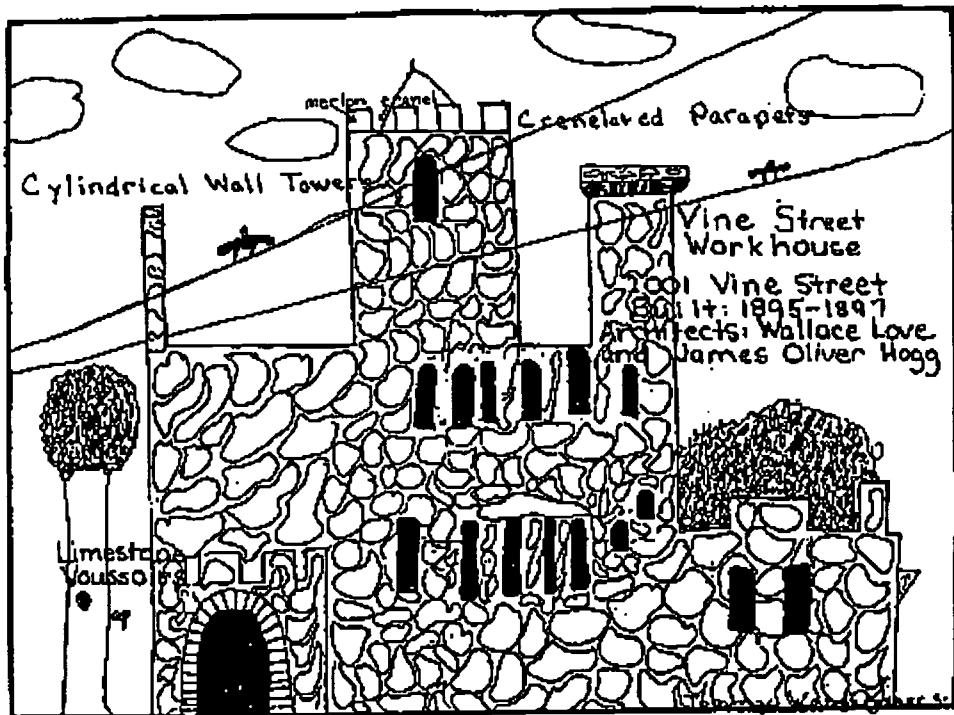


Image 1

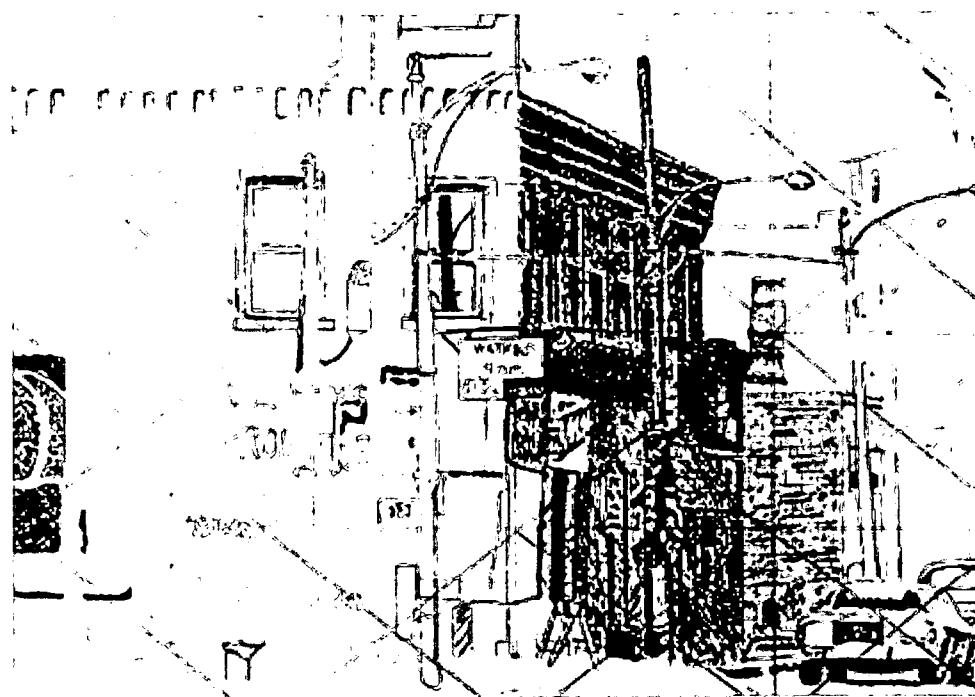
BEST COPY AVAILABLE



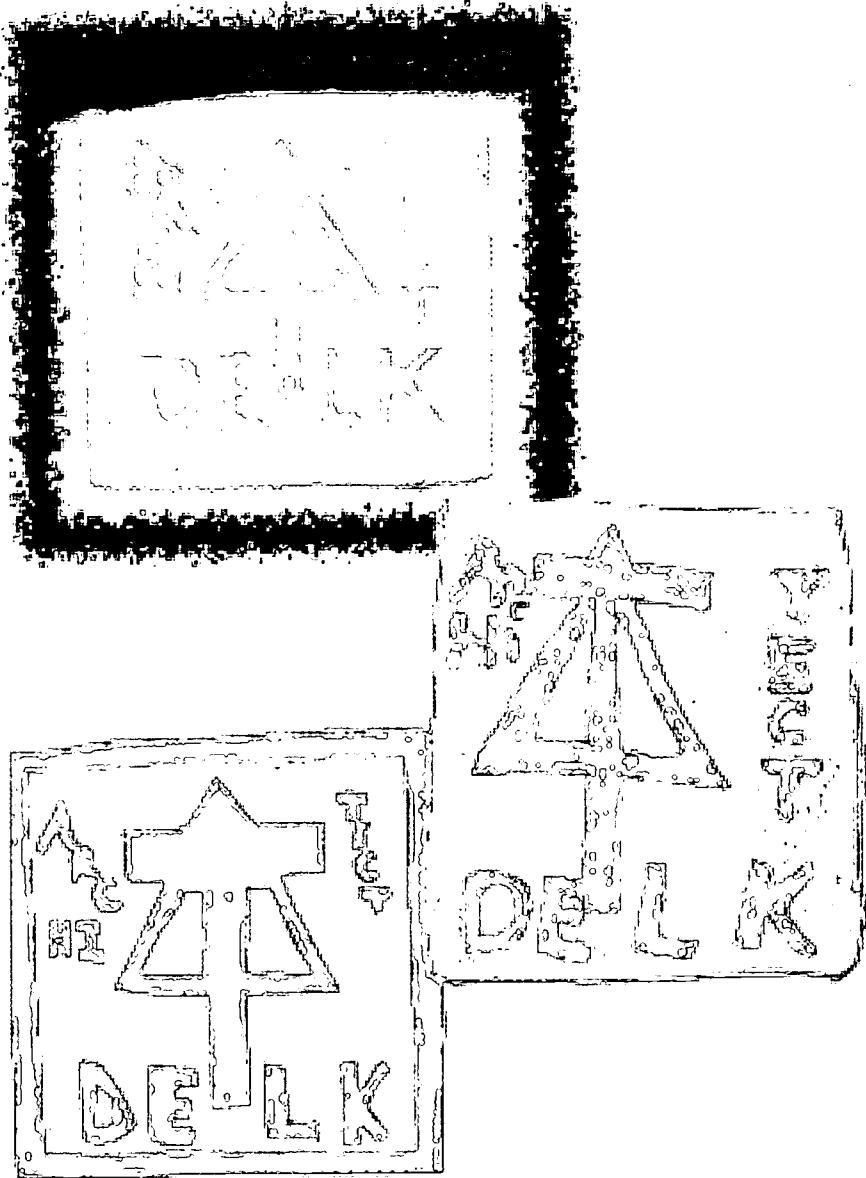
**Image 2**



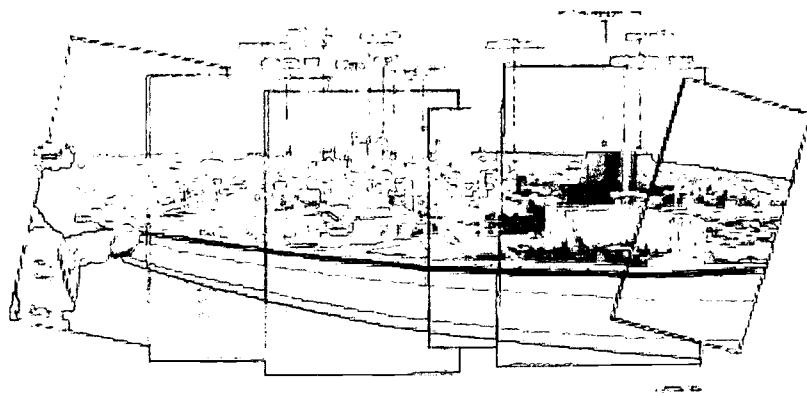
**Image 3**



**Image 4**



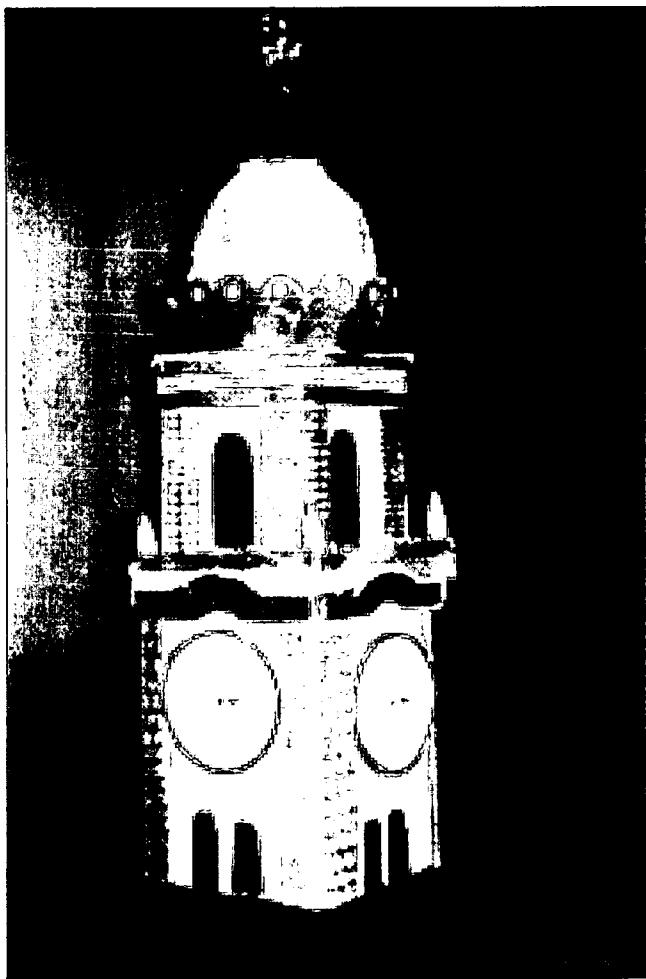
**Image 5**



**Image 6**



**Image 7**



**Image 8**



*U.S. Department of Education  
Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)*



## NOTICE

### Reproduction Basis



This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").